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Alabama Junior and Community College Association

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newsletter

AJCCA Battles Back

260 Attend Conference

Proration couldn't win this battle. It may have shortened the time by a day, and it may have cut registrations from last year's record 1400, but it couldn't strike the killing blow.

The 260 die-hard supporters saw to that. Shrugging off proration's barbs, they filled Rotunda Auditorium at Alabama Christian College April 27 for the 1979 Alabama Junior and Community College conference.

Keynote speaker Dr. Arthur Combs voiced the sentiments of the assembly about Alabama's political attitude toward education in his opening remarks.

Combs said, "There are those who would have education go back to something - back to basics, back to competencies, back to whatever. But education doesn't need to go back to anything. What education needs to do is to go forward . . . to something."

Conference Issue

Woodie Heads AJCCA

Shirley Woodie, director of federal programs at Enterprise, assumed the leadership of AJCCA at its annual conference in Montgomery.

Ms. Woodie had served as vice president/president elect for the past year.

The new president announced the appointment of her Enterprise colleague, Mary Bauer, as secretary.

James Pritchett, director of media services at George C. Wallace, Dothan, narrowly defeated Dr. Joanne Jordan for the vice presidency. Dr. Jordan is director of the extended day program at Southern Union.

In the only other contest Harold Rouse snatched the office of treasurer from the sights of two opponents - Billie May, Calhoun State, and Connie Butler, Alexander City State. Rouse chairs the business division at Lurleen B. Wallace.



Woodie

Combs headlined a list of five highly respected consultants who met with commission groups in afternoon sessions.

Consultants were only a part of an action-packed conference day which began with registration, coffee and entertainment by Lighthouse, a student musical group at Alabama Christian.

Early arrivers for the conference renewed acquaintances with their colleagues from around the state at a program showcase and hospitality hour held Thursday evening in the Holiday Inn, East.

The showcase, featuring 14 member colleges, replaced the commercial exhibits which had been cancelled.



AJCCA members listen to speakers.



As I See It

by
Shirley Woodie, President

Our new Association year will bring us into the decade of the 80's -- a decade that presents challenges quite different from those of the past for AJCCA and the institutions it represents.

During the few years prior to this one, AJCCA profited from the growth that had characterized postsecondary education in the United States for more than a decade. Enrollments increased as did state and federal support for higher education, and AJCCA flourished. An all-time attendance record was set when more than 1400 persons registered for the 1978 AJCCA convention in Birmingham. The result was one of the most outstanding professional in-service programs ever offered in Alabama for persons employed in the state's junior and community colleges.

Then in 1979 came proration and limited funds for professional development activities, and the Association felt the impact. Fewer than 300 persons attended the 1979 AJCCA Conference despite the fact that an excellent abbreviated program had been planned by the Executive Committee, working under the dedicated leadership of Sandra King.

Now we are entering a new Association year at a time when the value of everything we are and do will be questioned in a way that it has not been questioned previously. I welcome this questioning! The way we respond will determine whether AJCCA can continue to be an effective force to promote Alabama's junior and community colleges and to foster the professional growth of its members.

My faith in the Association's capacity is reflected in the theme I will propose for 1979-80: "Alabama's Junior and Community Colleges: Meeting the Challenges of the 80's." The extent to which this faith can be translated into action

will be determined by the nature and extent of commitments made by several groups in the coming weeks and months.

Hopefully, the State Superintendent of Education, the Assistant Superintendent for Postsecondary Education, and the Council of Community and Junior College Presidents will demonstrate strong commitment to the Association by including the annual convention in the 1979-80 academic calendar, by supporting the convention with their personal attendance, and by encouraging all faculty, staff, and administrators to attend the convention.

Hopefully, the members of the AJCCA Executive Committee will demonstrate their commitment by planning and presenting a high quality professional in-service program at the annual convention at the lowest possible cost, by completing projects that bring to the attention of the general public the accomplishments of Alabama's junior and community colleges, and by disseminating a professional newsletter that keeps the membership informed about the work of the Association.

Hopefully, AJCCA members will demonstrate their commitment by making suggestions for convention speakers, program topics, newsletter articles, and Association projects, by attending the 1980 convention, and by applying the principles and techniques learned at the convention.

With these commitments, AJCCA can be a vital force in helping Alabama's junior and community colleges meet the challenges of the 80's. I encourage you to do your part, and I pledge my wholehearted effort in working toward the accomplishment of our Association's purposes as they are set forth in the constitution.

AJCCA Executive Committee

Shirley Woodie, President
Enterprise State Junior College
James E. Pritchett, Vice-president/
President elect
George C. Wallace Community College,
Dothan
Mary Bauer, Secretary
Enterprise State Junior College
Harold Rouse, Treasurer
Lurleen B. Wallace State Junior College
Sandra King, Immediate Past-president
Lurleen B. Wallace State Junior College
Joanne S. Jordan, Parliamentarian
Southern Union State Junior College
Reid Lambert, Publications Editor
Enterprise State Junior College

Joseph D. Talmadge, Chairman
Commission on Administration
Enterprise State Junior College
Dr. T. L. Faulkner, Vice-chairman
Commission on Administration
Alabama Christian College
Gary Wolfskill, Chairman
Commission on Faculty
Northwest State Junior College
Joe Logan, Vice-chairman
Commission on Faculty
Enterprise State Junior College
Ron Cordell, Chairman
Commission on Students
Gadsden State Junior College

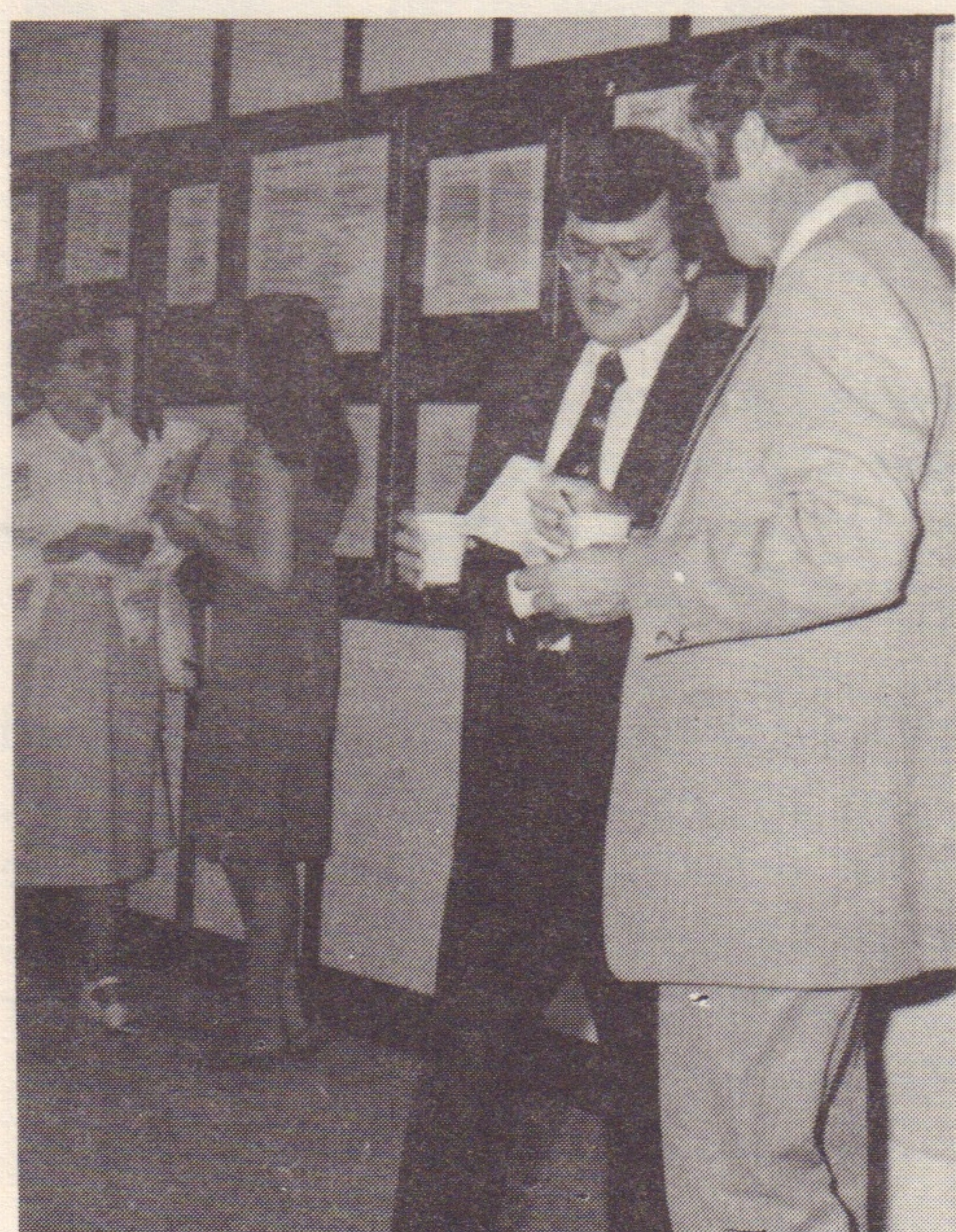
Deborah Beverly, Vice-chairman
Commission on Students
Gadsden State Junior College
Myra Johnson, Chairman
Commission on Supportive Personnel
Lawson State Junior College
Deloris Riddle, Vice-chairman
Commission on Supportive Personnel
Alexander City State Junior College
Patricia McLaney, Representative
Postsecondary and Continuing Education
State Department of Education
William O. Blow, Representative
Alabama Commission on Higher
Education



260 members registered...



awakened themselves with coffee...



and visited with friends.

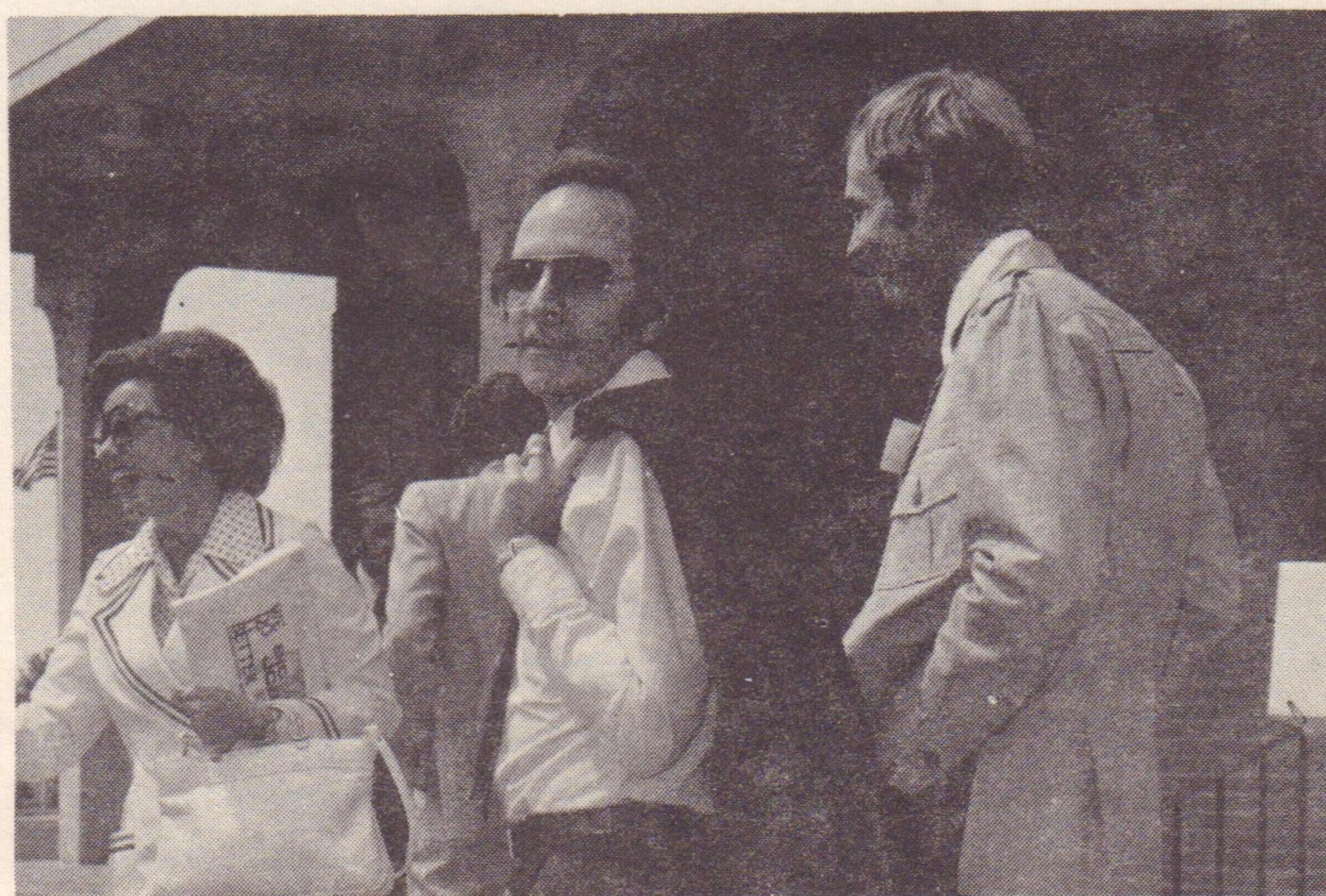
Conference at a Glance



They conducted AJCCA business...



enjoyed lunch and friendly chatter...



and headed home until next year.

Research Points Way

Dr. Arthur Combs keyed the AJCCA conference. We thought his speech worth sharing, in condensed form, with all AJCCA members.

This morning I'd like to talk about making our educational systems, and especially the competencies, more humane places to work and to operate. I'd like to point out five basic things which we have discovered in recent years about the processes of learning.

We know, for example, today that learning always has two parts. On the one hand, we have to have some new information or some new experience. And on the other hand, we have to find out what's the meaning of that experience.

We have done very well with the business of giving people information. As a matter of fact, most of our colleges are preoccupied with information-giving to people.

But that's not where we're in trouble. Where we're in trouble is in helping people discover the meaning of information.

I'd like to talk, then, about learning as a problem in meaning. This would be the basic principle; **any information will affect a person's behavior only in the degree to which he has discovered the personal meaning of the information for him.**

The discovery of meaning takes time. That's a hard thing for many people in college work because they resent giving people time to think and to contemplate and to consider. Even students get the idea that they aren't learning anything unless somebody's telling them something.

Some of the most important learnings that you have . . . have nothing to do with new information. Take the basic idea of the brotherhood of man. You and I don't need to have any new information about the brotherhood of man. What we need to do is to discover the deeper and deeper meaning of this which we already know. This is something we don't pay enough attention to in college work.

The second thing we've discovered is that **learning is a deeply personal, feeling question.** In fact, we now know a person's emotions are an indicator of the degree to which something is important to him. What it means is "if people don't have any feeling about what they're learning, they ain't learning nothing."

That's a hard thing for many colleges to understand. In the course of history, colleges have been concerned about objectivity . . . cold-blooded analysis . . . looking at events without feeling. We need to understand that people just don't behave according to facts unless they have some feelings about them as well.

The third thing . . . is that **people learn best when they have a need to know.** One of the problems we have with college work is that the college usually assumes that the student has a need for this stuff. If he doesn't, by George, he should.

We rarely help students to see any need for the subjects which we're teaching; except we say, "You will need it someday. Study it now, because you will need it someday."

That's the trouble with American education. All of us are giving people answers to problems they ain't got yet. When you try to give people information for things they don't see a need for, they simply do not learn it very effectively.

Most college teachers are deeply interested and impressed with their subject. They love the order and the sequence . . . which begins with the definitions and runs through the principles and ends up at the other end with the application. They are interested in the nice, neat, orderly fashion of their subject matter. Then . . . they try to . . . teach that way.

"When we pay attention to these human aspects of learning, people learn better. They will learn anything better."

The only thing about learning is that people don't learn in an orderly way. People learn in a disorderly fashion. After they've learned it, then they put some order in it.

Fourth thing . . . which means we've got to move in more humanistic directions . . . is that **learning has to do with . . . the problem of challenge and threat.**

People feel challenged when they are confronted with problems that interest them and which, it seems to them, they have a chance of succeeding. People feel threatened when they are confronted with problems they don't think they can handle. That's the difference between challenge and threat. The difference has nothing to do with what you think about it. It has to do with what the student thinks about it.

Colleges Can Humanize

There are two effects of threat on human beings. One is "tunnel vision." Your ability to see becomes narrowed down to the thing which threatens you. That is directly contrary to everything we're trying to do in education. We don't want to narrow people's ability to see; we want to open them up . . . help them to expand.

There's another effect of threat which is equally damaging. When people are threatened, they are forced to defend their existing positions. The hotter the argument gets, the more everybody sticks to the position he had in the first place. We are forced to "dig in" where we are. That, too, is directly contrary to everything we want to do in education.

We have to find ways of challenging people without threatening them.

Learning is an active process. It has to do with confronting problems that interest you and that you think you can deal with. It is restricted by such things as cookbook approaches, lock-step approaches, requirements, and our terrible fear of making mistakes. Creativity is daring to do something different . . . daring to try. If we are afraid of making mistakes, that stops us from trying. It stops us from being creative.

If you want people to conform, they aren't going to be creative. If you want them to be creative, they aren't going to conform. You can't have it both ways.

We need to permit students to make mistakes . . . even encourage them to make mistakes. It's out of that sort of thing we learn.

The fifth thing we know about learning is that **learning is deeply affected by the learner's feeling of belonging and being cared for.** When you feel you belong, you learn much, much better. If you don't believe you're a member of the club, there's no reason you should look out for the other members. And no reason you should pay your dues.

In many, many places in American education students feel that they are lost in a machine. Part of the reason is we have been trying in recent years to apply industrial techniques to educational processes. We even use industrial words like "input" and "output." And we talk about teachers as "delivery systems." God! Delivery systems! As though we were talking about machinery. Industry is trying to produce a product. The workers are part of the machinery to produce the product.

But in education, the worker IS the product. For us to apply the industrial model in education is to apply a totally inappropriate model to what we are trying to do.

When industry began to use de-personalizing ways of organizing, the workers felt de-humanized. They formed unions to be persistent. That is exactly what thousands of students are doing with education. They are forming groups to beat the system for the same reasons.

"In my field, teaching, we know a lot of things about learning which we've learned by research. You wouldn't say to a farmer who wants advice about growing crops to throw the seed out there and see what happens. And in my field you can't do that either."

It is time we tried to re-humanize our colleges. It is time we begin to find ways to humanize the situations which we are trying to create. Learning, itself, is a very human thing. And these basic principles are not fads. They are not frills.

Sometimes people say, "Now what do you want. We will have education for intellect, or education for adjustment," as though we had to make a choice between smart psychotics and well-adjusted dopes.

We are talking about basic principles of learning that affect problems with which we deal. You cannot set aside the laws of learning because they're inconvenient. They will beat you, if you try.

Dr. Arthur Combs, distinguished professor at the University of Northern Colorado, has authored 17 books, more than 130 articles, and has been a consultant for schools in all fifty states and five foreign countries.



Commissions Hear Speakers

Administration

Alabama's top postsecondary education manager updated the Commission on Administration on the status of the state's junior colleges.

Dr. Erskine S. Murray, assistant superintendent, fielded questions on immediate problems facing the colleges tossed out by the 50 administrators present.

The proposed 1979-80 education budget being considered by the state legislature drew the greatest concern. Control of higher education and articulation between the two-year and four-year institutions attracted almost as much attention.

Dr. Joseph D. Talmadge, academic dean, Enterprise State, agreed to chair the commission for the new year. The commission named Dr. T. L. Faulkner, Alabama Christian College, as its vice chairman.



Murray

Faculty

Dr. Paul Williams told the Commission on Faculty that the mood of voters throughout the nation is to reduce taxes.

"They aren't voting for less education or fewer services," he said. "They are choosing, where they have a choice, to pay fewer taxes."

As dean of instruction at Cuyamaca College, El Cajon, California, Dr. Williams spoke with first-hand knowledge when he told the gathering that junior and community colleges were at a crossroads in deciding which services were of most importance for them.



Williams

"We cannot afford not to question everything that comes before us in terms of our most essential goals," he added.

Following Dr. Williams' address the Commission on Faculty elected Gary Wolfskill, Northwest State, as its new chairman and Joseph C. Logan, Enterprise, as vice chairman.

Students

"Our colleges don't give enough importance to how a student feels," said Dr. James Kerns in his meeting with the Commission on Students.

"Nothing drives kids away from colleges faster than the fact that no one knows who they are."

Kerns, former head of counselor education at Winona (Wisconsin) State University and now an independent consultant to education, business and industry, shared his views on reasons students become upset and cannot function up to par.

According to Kerns students become upset when they feel loss . . . or pain . . . or failure . . . or resentment. In almost all cases affection is the cure.

Chairman Deborah Beverly, Gadsden State, announced the commission's selection of Ron Cordell, Gadsden State, as chairman and herself as vice chairman/chairman elect for 1979-80.



Kerns

Supportive Personnel

According to Dr. James J. Thompson the most important interactions among human beings occur at the nonverbal level.

"We communicate with our eyes, mouths, heads, limbs, bodies, and even with our names, the style and color of our clothing, and the way we sit, stand and walk."

Dr. Thompson, chairman and professor, department of educational media, University of South Alabama, punctuated his remarks to the Commission on Support Personnel with body language demonstrations.

The 1979 chairman, Polly Wages, Lurleen B. Wallace, presided at the group's annual business session. Commission members elected Myra Johnson, Lawson State, chairman for the coming year and Deloris Riddle, Alexander City State, vice chairman/chairman elect.



Thompson

Executive Committee Meeting Minutes

President Sandra King presided at the April 26 meeting of the Alabama Junior and Community College Executive Committee held at the Holiday Inn, East, Montgomery.

The treasurer reported receipt of \$810 registration fees for the AJCCA conference. According to the report the association would need to use between \$1100 and \$1500 of cash reserves to meet expenses for the conference.

It was announced that nine guests had registered for the conference and that Dr. Erskine Murray, Dr. Paul Hubbert, Mrs. S. A. Cherry and Mr. Ron Creel would be luncheon guests.

The Executive Committee heard plans for the next day's conference:

- ...14 colleges will exhibit in program showcase;

- ...hospitality hour will be a cash bar and refreshments, some of which would be charged to the association;

- ...Alabama Christian College cafeteria will plan to feed 260 at \$3.50 each;

- ...late registration with no lunch will be \$3.00, with spouse, \$5.00;

- ...job descriptions for all chairmen will be distributed to the 1978-79 chairmen, and these descriptions will be read prior to the election of 1979-80 chairmen;

- ...continuing education personnel will meet to elect officers and establish guidelines for formation of an interest group.

Mary Bauer was accepted as secretary for 1979-80.

It was announced that costs for conference speakers would be \$1,000 plus expenses.

In other business the Executive Committee was told that papers to incorporate AJCCA as a non-profit organization had been signed by association officers and that the president would file these papers with the Judge of Probate, Covington County, April 30. The treasurer reported that he had asked the Internal Revenue Service for form 1023 for tax exempt status.

Association records have been placed in the Alabama Christian College library. AJCCA materials for the Alabama Department of Archives and History are ready for delivery.

The committee was advised that dates for future conventions must be re-confirmed with the Birmingham Hyatt House by May. The committee agreed to ask the motel for a one month extension to enable the new AJCCA president to meet with presidents of the colleges.

After urging the committee to attend the program showcase/hospitality hour, President King adjourned the meeting.

Lloyd Henderson
Secretary

Criteria Regulate Off-Campus Centers

If the state board of education approves evaluation criteria proposed by Dr. Wayne Teague, superintendent, junior colleges will find it much more difficult to get approval for off-campus activities.

The recommendations are not entirely the brainchild of the state department of education. The Alabama Commission on Higher Education helped to develop the guidelines.

No off-campus course or center will be approved unless exceptional need exists and the college can guarantee the quality of the courses, according to the proposal.

If the college requesting off-campus classes cannot accomplish the same result through weekend or evening classes on campus, if no other two- or four-year college in the area can meet the need, or if the demand cannot be handled through noninstitutional alternatives, then an exceptional need for off-campus activities exists.

Even though exceptional need exists, the college must assure the board that the quality of its off-campus program will be equal to on-campus standards. Twelve criteria are proposed:

1. The course must not duplicate a course offered by another college within commuting distance of the proposed off-campus site.

2. Off-campus classes must follow the same class size policies that govern on-campus classes.

3. The length of the term and the number of scheduled and actual contact hours per class must agree with those of on-campus classes.

4. Faculty must meet the same qualifications and credentials standards required of on-campus faculty.

5. Regular full-time instructors must produce at least 70 percent of the credit hours at each off-campus location.

6. Learning resources, laboratory, classroom facilities, and supplies must match on-campus resources.

7. Admission and program requirements must agree with on-campus policies.

8. Student transcripts must identify off-campus courses.

9. No student may complete more than 50 percent of his degree requirements at off-campus locations.

10. The college must provide counseling and testing services comparable to similar on-campus services.

11. The college must provide adequate administrative and/or supervisory services prior to and after classes at off-campus sites.

12. The college must submit quarterly reports within 15 working days after the completion of each quarter.

The state board, responding to legislative claims of uncontrolled proliferation of off-campus centers, had requested the state superintendent to devise a plan to regulate these activities. The board will consider the recommendations at its June meeting.

Interest Groups Announce '79-'80 Officers

Commission on Administration

Executive Officers

B. A. Forrester, chairman
Enterprise State Junior College

Community and Public Relations

Walter Jackson, chairman
Lawson State Junior College

Academic Officers

Dr. Marshall Smith, chairman
Calhoun State Community College

Financial Officers

B. D. Watts, chairman
Gadsden State Junior College

Bookstore Managers

Tommy D. Eskridge, chairman
Jefferson State Junior College

Federal Programs and Institutional Research

Charles Blackledge, chairman
S. D. Bishop State Junior College

Director of Physical Plants

W. D. Stripling, chairman
Brewer State Junior College

Dean of Student Affairs

Dr. Phil Gilbert, chairman
Wallace State Community College, Dothan

Community Services

Joanne S. Jordan, chairman
Southern Union State Junior College

Commission on Faculty

Social Science Faculty

Gary Wolfskill, chairman
Northwest State Junior College

Humanities - Art

Gaye Garnette, chairman
Alexander City State Junior College

Humanities - English

Linda Corbin, chairman
L. B. Wallace State Junior College

Humanities - Foreign Languages

Meredith L. King, chairman
Wallace State Community College, Dothan

Humanities - Music

Dr. Frances Moss, chairman
Calhoun State Community College

Humanities - Reading

Diaon Cook, chairman
L. B. Wallace State Junior College

Humanities - Speech

Marian Dupont, chairman
Gadsden State Junior College

Mathematics

Martha Garner, chairman

Science
Gadsden State Junior College

Kathleen Jones, chairman
Jefferson State Junior College

Learning Resources

Judy Shepard, chairman
G. C. Wallace State Junior College, Selma

Health Careers

Stella T. Johnson, chairman
Lawson State Community College

Business

Barbara Linder, chairman
L. B. Wallace State Junior College

Career Education

Ewell Gilbert, co-chairman
Harry Yocum, co-chairman
Gadsden State Junior College

Health, Physical Education and Recreation

Dorothy L. Holt, chairman
S. D. Bishop Junior College

Commission on Students

Other Student Affairs Administration

Butch Howard, chairman
Jefferson State Junior College

Counselors

Gladys Yelverton, chairman
Enterprise State Junior College

Admission Officers

Tommy Guthrie, chairman
Enterprise State Junior College

Financial Aid Officers

Izora Harrison, chairman
Calhoun State Community College

Directors/Coordinators of Veterans Affairs

Ron Cordell, chairman
Gadsden State Junior College

Commission on Supportive Personnel

Secretaries

Shirley Johnson, chairman
Lawson State Junior College

Clerks

Bessie Stevenson, chairman
Lawson State Junior College

Computer Operators

Betty Cowden, chairman
Enterprise State Junior College

College Nurses

Frances Brewer, chairman
Jefferson State Junior College

Service/Maintenance

Ilena Erby, chairman
Lawson State Junior College